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ABSTRACT

During fiscal year 1994, South Dakota's vocational-technical education delivery system served 30,498 secondary students, 3,809 postsecondary students, and 8,358 adults. Of South Dakota's 178 school districts, 132 had to organize into some type of consortium arrangement to qualify for Perkins Act funds. The Perkins funds were used to provide support services (including special assessments, tutors, adaptive equipment, counseling, and pre-academic classes) to students identified as members of the following special populations: disadvantaged, handicapped, limited English proficient, academically disadvantaged, enrollees in nontraditional programs, and single parents and single pregnant women. Among the other purposes for which Perkins funds were used were the following: development of performance standards and core measures; development/delivery of staff development workshops/seminars on topics such as technology education, applied academics, tech prep, and vocational guidance; provision of vocational guidance services; development of 16 new secondary programs and 6 new/expanded postsecondary programs; purchase of competency-based instructional materials in 7 occupational areas and equipment representative of that being used in industry; and development of mentor programs at a higher education institution preparing vocational teachers. (Appended are the following: two local evaluation forms, descriptions of seven exemplary programs, and tech prep, the 1993 South Dakota Career Assessment Program survey instrument and tabulated results.) (MN)

SOUTH DAKOTA

ED 385 764

ANNUAL PERFORMANCE REPORT --- 1994

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990

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1994 SOUTH DAKOTA ANNUAL PERFORMANCE REPORT FOR THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

SECTION I

PERFORMANCE STANDARDS AND CORE MEASURES

A. Local eligible recipients have utilized the core measures and standards for program evaluation for the school years 1992-93 and 1993-94. All state-approved vocational technical programs are required to evaluate the effectiveness of the program utilizing the core measures and standards annually. The Committee of Practitioners annually review the validity of each standard. Recommendations for modifications of a standard are presented to the South Dakota Board of Education for their final approval. Starting with the 1994-95 school year, all measures and standards have been incorporated into the on-site program review process. Each LEA receives an on-site review once every fourth year.

B. The Committee of Practitioners, in developing the measures and standards, coordinated the process with the following agencies/organizations being represented:

Office of Adult, Vocational & Technical Education
Governor's Office of Economic Development
AFL/CIO
Workforce Development Council
Board of Regents
US Bureau of Apprenticeship and Training
South Dakota Vocational Association
JOBS (Social Services)
Chapter I Program
Secondary Education
Postsecondary/Adult Education
Higher Education (university systems)
Department of Corrections
Equity/Displaced Homemaker
Office of Special Education
Guidance and Counseling
Parent Teacher Association
South Dakota Board of Education
JTPA - Department of Labor
State Administrator of Limited English

Special Needs Teacher

Coordination with the state testing program was accomplished. South Dakota requires LEAs to administrate the Stanford Achievement test at grades 4, 8, and 11. To determine if students are making gains in basic and more advanced academic skills at the secondary level, the State Office of Adult, Vocational, & Technical Education coordinated their pre-/post-test program with the Stanford Achievement Testing Program.

C. The Committee of Practitioners met three times in the process of developing the statewide system of core measures and standards. All committee members were involved in the developmental process. Following the third meeting of the Committee of Practitioners, draft copies of the measures and standards were distributed to the committee members for final recommendations. The South Dakota Board of Education make the final approval of the measures and standards. The Committee of Practitioners annually reviews the effectiveness of the measures and standards.

D. Six measures were developed. The six measures are the same for secondary and postsecondary/adult. In most cases, the standards are different between secondary and postsecondary/adult. The secondary evaluation form has nine standards and the postsecondary/adult has 11 standards. Gain in basic and advanced academic skills, competency attainment, and retention in school are all addressed in the measures and standards. The performance standards and core measures have had the following impact on vocational technical programs:

1. Improved the awareness of vocational education through on-site business and industry visitations made by vocational education personnel.

2. Identification of special population students.

3. Determined the percentage of special population students that completed programs as compared to non-special population students.

4. Determined the percentage of special population students that made academic gains.

5. Determined percentage of program completers that demonstrated attainment of occupational competencies/tasks associated with the program.

6. Determined the percentage of program completers that went on for further education, were employed or went into the military.

7. Determined the percentage of students that remained in school throughout the school year.

See the Appendix for a copy of the secondary and postsecondary/adult local evaluation forms which list the six measures and corresponding standards.

E. The State Office of Adult, Vocational, & Technical Education, in consultation with the Committee of Practitioners, decided to have all state-approved vocational technical education programs implement the statewide system of performance measures and standards. Local evaluation forms utilizing the measures and standards were sent out to each state-approved vocational technical education program with the understanding that they would be completed and sent into the State Office following the close of the school year. The following data documents the percentage of vocational education programs that met the performance standards for the 1993-94 school year. Refer to the appendix for a program-by-program listing.

SECONDARY

Standard 1.1 96.5% of vocational education personnel made an on-site business and industry visit

Standard 1.2 91% of vocational education programs held a public information visit

Standard 2.1 73% of vocational education programs had an enrollment of special population students equal to the total school enrollment of special population students

Standard 2.2 71% of vocational education programs had a completion rate of special population students equal to non-special population students

Standard 3.1 52% of non-special population students made gains in basic and more advanced academic skills

Standard 3.1 56% of special population students made gains in basic and more advanced academic skills

Standard 4.1 93% of program completers that demonstrated attainment of at least 70% of occupational competencies/tasks associated with the program

Standard 5.1 91% of program completers that were employed, went on for further

education or entered the military (Standard of 90%)

Standard 6.1 92% of students completed a program (Standard of 90%)

POSTSECONDARY/ADULT

Standard 1.1 100% of the vocational education personnel made an on-site business and industry visit

Standard 1.2 100% of vocational education programs held a public information event

Standard 1.3 76% of the programs showed a 5% increase in enrollment (where applicable)

Standard 2.1 100% of vocational education programs provided supplemental and support services to special population students

Standard 2.2 100% of the vocational education programs were accessible to special population students

Standard 3.1 70% of vocational education program completers who did not possess basic and more advanced academic skills at the beginning of the program demonstrated gains in the achievement of basic and more advanced academic skills at the completion of the program

Standard 4.1 97% of program completers demonstrated achievement of at least 80% of the occupational/tasks associated with the program

Standard 4.2 91% of the employers indicated satisfaction with the occupational competencies (Standard of 80%)

Standard 5.1 82% of program completers were employed in their program field (Standard of 75%)

Standard 6.1 74% of full-time students remained in school throughout the school year (Standard of 75%)

F. The State Office of Adult, Vocational, & Technical Education assisted LEAs in implementing statewide systems of performance measures and standards by

delivering the following:

1. Technical workshops
2. Telecommunications technical assistance
3. Individual visitations to LEAs
4. In-service session at the SDVA Conference held in August
5. The State Office conducts on-site program reviews. Each state-approved vocational education program is reviewed once every fourth year. During the 1993-94 school year, at selected sites, the measures and standards were incorporated into the review process. This pilot program proved success, so beginning with the 1994-95 school year, all measures and standards have been integrated into the on-site program review process. This procedure will provide direct on-site assistance to all LEAs in implementing the measures and standards.

SECTION II

SECONDARY, POSTSECONDARY AND ADULT OCCUPATIONAL PROGRAMS, SERVICES AND ACTIVITIES

The total delivery system of vocational technical education served 42,665 students in FY 1993-94.

30,498	Secondary
3,809	Postsecondary (enrollment as of October 15, 1993)
8,358	Adult

Vocational technical programs, support services and activities at the secondary level are delivered through the following educational systems:

1. Comprehensive High Schools
2. Vocational Education Multi-Districts
3. Consortiums/Educational Cooperatives

South Dakota has 178 school districts. Thirteen of the 178 school districts qualified for Perkins funds because their allocations were over the $15,000 minimum. Thirty-three school districts are participating members of vocational education multi-districts. The remaining 132 school districts had to organize into some type of consortium arrangement because the South Dakota Board of Education decided not to grant any waivers. Nineteen consortiums are operating involving 128 school districts.

Four postsecondary/adult institutions deliver 115 specific occupational training programs. These institutes and their locations are:

Lake Area Technical Institute, Watertown, SD
Mitchell Technical Institute, Mitchell, SD
Southeast Technical Institute, Sioux Falls, SD
Western Dakota Technical Institute, Rapid City, SD

The four technical institutes serve as a hub for many outreach activities. Three major activities include:

The Adult Farm/Ranch Management (AF/RBM) programs conduct classes for adults involved in production agriculture in communities throughout South Dakota. This extension of the classroom makes it possible for many adults in South Dakota to improve their management skills and improve their changes for success. The AF/RBM programs have been accepted by the FmHA to provide the instruction to its many new borrowers in the Farmer Borrower Education program. Providing this educational service facilitates the working relationship the AF/RBM has with other agencies such as the Cooperative Extension Service. The programs are currently preparing to become credit-offering through the postsecondary technical institutes. This greatly enhances the ability of the programs to benefit special populations of students that are leaving the production field or entering other fields of work.

The Adult Business & Industry Training (BIT) is coordinated through the postsecondary technical institutes by means of a full-time coordinator at each site. The coordinators apply their talents to recognize the labor needs of business as well as the employability skills needed by students. BIT works closely with the Department of Labor and the Governor's Office of Economic Development in creating a viable work force and business atmosphere.

The third major activity in which the technical institutes serve as a hub is the Tech Prep Initiative. The state has been divided into four major tech Prep consortiums which each one of the tech institutes served as the administrative unit. An area Tech Prep Coordinator is located at each institute. The statewide Tech Prep Coordinator is located at Lake Area Technical Insitute.

A state-of-the-art technology lab is available to serve new industries delivering training in areas such as Computer Integrated Manufacturing. This lab is available statewide.

Perkins funds provided the opportunity for secondary, postsecondary and adult

programs to accomplish many achievements and to provide needed services and activities. Following is a summary of the achievements, services and activities accomplished:

1. Special Population Services - The Perkins II funds provided student support services for the following enrolled special populations: disadvantaged, handicapped, limited English proficiency, academically disadvantaged and those enrolled in non-traditional programs. These services were provided through special instructional service centers and provided assessments, tutors, readers, note-takers, adaptive equipment, career counseling, pre-academics classes and workshops.

2. Staff Development In-Service - Workshops and seminars were sponsored in areas such as Technology Education, applied academics, Tech Prep, vocational guidance, etc.

3. Guidance Services - Vocational guidance counselors and supporting activities increased dramatically as a result of Perkins funds. The DISCOVER Computer-Based Career Guidance System was implemented in many school districts.

4. New programs were implemented at secondary, postsecondary and adult levels. Complete listing is contained in Section VII of this report.

5. Competency-based instructional materials were obtained by schools in seven occupational areas:

   Agricultural Education
   Occupational and Consumer Home Economics
   Vocational Business and Office Education
   Health Occupations
   Marketing Education
   Technology Education
   Trade and Industrial Education

6. Equipment which is representative of that being used in industry.

7. Mentor programs at an institution of higher education which prepares vocational teachers were implemented.

8. LEAs applying for funds have to list their vocational education programs

and the percent of special population students enrolled in each program. Funds are directed towards those programs with the highest percentage of special population students. Funds are used in programs which are of the size, scope and quality to be effective. State Administrative Rules which govern approved vocational technical education programs address the size, scope and quality elements. Only state-approved vocational technical programs are eligible for Perkins funds. The integration of academic and vocational education is monitored through the on-site program review process. The program review instrument requires programs to identify competencies and highlight the academic skills taught in the programs. The local application process requires all LEAs to assure equitable participation in vocational education programs for special population students.

SECTION III

SINGLE PARENT/DISPLACED HOMEMAKERS AND SINGLE PREGNANT WOMEN

Twelve Single Parent/Displaced Homemaker programs were funded through the competitive Request for Proposal (RFP) process in FY 1994. These programs conducted classes in more than 40 communities across South Dakota. The number of single parent/displaced homemaker participants totaled 909.

The programs were evaluated through on-site visits, participation in activities, technical assistance to the grantee on the implementation of the proposed objectives, participant evaluation of the project and submission of a final narrative.

Emphasis was given to assisting individuals with the greatest financial need. Need is determined through social service agencies and job service assessments. Projects serving displaced homemakers must give special consideration to displaced homemakers who, because of divorce, separation, or the death or disability of a spouse, must prepare for paid employment. Non-traditional programs were encouraged due to the studies that show that a woman in a non-traditional career will earn 20% to 30% over the traditional career.

At the onset of the funding year, the Single Parent/Displaced Homemaker Supervisor conducted meetings to provide resources for the implementation of successful programs, data collection, grant-writing and accountability. Thereafter, staff development meetings incorporating professionalism, integration of additional service agencies and relevant

issues were held on a quarterly basis. All sites offered support services (child care, transportation, books, training and assessments) to the clients, but the format varied from site to site to meet the needs of the clients in each unique location.

Rural populations were a prime target with special efforts made to recruit Native Americans and other minorities by producing a poster of a Native American single parent family.

Sixty-six thousand dollars ($66,000) in scholarships were awarded to single parents or displaced homemakers attending a postsecondary technical institute or a secondary facility. These funds were used for client child care, travel, housing, tuition and other support services as needed. These awards were based on:

1. Need for child care and the support available from the Department of Social Services

2. Amount of money available through Pell grants and guaranteed student loans

3. Finances needed for daily living

4. Cost of program in which they were enrolled

5. Outside support available

Description of services provided in successful Single Parent/Displaced Homemaker programs:

Beresford Community & Adult Education
301 West Oak
Beresford, SD 57004-2137

"Career Planning and Job Search Workshops", a program which implemented five 24- to 30-hour series of pre-employment courses. Instruction was based on self-concept enhancement, job search skills, parenting, wellness, legal issues, career issues and networking. Number of participants: 38 females at the secondary level and 1 at the postsecondary level.

Black Hills Special Services Cooperative
PO Box 218
Sturgis, SD 57785-0218

"Transition Towards Tomorrow", a program to help single parents/displaced homemakers get back into the world of work, with an emphasis on parenting, stress management, money management, self-esteem, job skills, vocational planning and communication skills. Number of single parents/displaced homemakers at postsecondary level: 113 females and 13 male (55Caucasian, 70 Native American, 3 Hispanic, and 2 Black.

Black Hills Special Services Cooperative
PO Box 218
Sturgis, SD 57785-0218

"Creating New Pathways", a teen pregnancy and parenting program in which teens learn life skills which include job skills awareness and training in addition to receiving credit toward high school graduation. The teen parents developed a video, "Truth or Consequences", to show teens the real consequences of teen parenting. Number of participants in teen parenting programs at the secondary level: 20 females and 5 males (21 Caucasian, 1 Black, 1 Hispanic and 2 Native American).

Lake Area Technical Institute
PO Box 730
Watertown, SD 57201-0730

The Single Parent/Displaced Homemaker program at the postsecondary level provides scholarships for enrollment, support services, counseling, special assistance mentors and monthly workshops designed for the single parents/displaced homemakers. Number of participants: 108 females and 10 males.

Mitchell Technical Institute
821 N Capital Street
Mitchell, SD 57301-2060

The Single Parent/Displaced Homemaker program provides career exploration emphasis on non-traditional careers working toward self-sufficiency and career counseling. Number of participants served: 54 females and 6 males.

Southeast Technical Institute
2301 Career Place
Sioux Falls, SD 57501-1302

The Single Parent/Displaced Homemaker program assists with eliminating barriers and enrolling students through career assessment inventories, financial aid, support services,

scholarships, personal counseling and individual support.

Special delivery methods used were aptitude and interest inventories given by the Single Parent Coordinator from Southeast Technical Institute, who was able to discuss further training and/or educational opportunities for participants. Number of participants served at the postsecondary level: 225 females and 14 males.

Western Dakota Technical Institute
1600 Sedivy Lane
Rapid City, SD 57701-4178

Monthly support workshops to address study skills, parenting, self-esteem, job-seeking skills and wellness are part of the programs offered. Individualized counseling, scholarships, support services and special assistance are also provided. A semi-professional women's organization was developed as well as the first women's conference. Number of postsecondary participants served: 112 females and 14 males (99 Caucasian, 26 Native American and 3 Hispanic.

Teen parent programs that provide support services and assistance in taking steps necessary to secure enrollment in vocational training.

Northwest Multi-District
HC 78 Box 7B
Lemmon, SD 57638-8691

"Goals Unlimited", a course taught for rural, low income, single parents/displaced homemakers. This series focused on employment skills, self-esteem, assertiveness, entrepreneurship and recruitment into educational programs. Emphasis was stressed on the high Native American population exhibited in this region. This program covers 13 communities over 20,000 square miles. Number of participants at the postsecondary level: 82 females and 8 males.

Pierre Public Schools
302 E Dakota
Pierre, SD 57501-3133

"Young Moms/Young Parents", an adolescent pregnancy support program to prevent teen parents from dropping out of school. Weekly classes are conducted on relationships, goals, career exploration, parenting, life skills, vocational counseling educational planning and guidance, as well as visits to the technical institutes. Number of participants at the secondary level: 33 females enrolled in the program and 34 at the

postsecondary level.

Springfield Correctional Facility
PO Box 322
Springfield, SD 57062-0322

All incoming female inmates participate in classes that teach career opportunities in vocational education at the facility. Classes teach self-esteem, goal-setting and job skills. Number of participants in the correctional facility was 66 females.

SECTION IV

SEX EQUITY

Eight equity grants were funded through the competitive Request for Proposal (RFP) process in FY 1994 affecting over 1,600 students, administrators, parents and educators with equity issues. The proposals were evaluated through on-site program reviews, participation in staff development workshops, technical assistance to the grantees on the implementation of the proposed objectives, participant evaluation of the project and submission of required reports.

Metoo Career Choices, an educational tool to help educators use a creative manner and challenge students to think about careers and future alternatives, was improved through an updated version of the instructional tape. As modernization continues and the nation is implementing programs such as School to Work and Tech Prep, the need for career education is growing. A Metoo video comprised of three non-traditional careers was produced and shared with teachers across the state.

Teachers and educational personnel were trained through equity workshops such as workshops specific to Perkins sections 221 and 222, sexual harassment prevention, School to Work opportunities and data collection.

Expanding Your Horizons, a conference with an emphasis in math, science and non-traditional careers for middle school/junior high age girls and minorities, was conducted at four statewide locations with about 900 students and teachers participating in the hands-on workshops.

Operation SMART (Science, Math and Relevant Technology) is designed to present math, science and other non-traditional skills to girls as they relate to vocational technical careers. A minimum of 224 girls were involved in career exploration tours and

programs that consisted of 18 hours of hands-on vocational technical experiences including carpentry, horticulture, welding, woodworking, nutritional analysis and health occupations. Mentoring of girls with women in non-traditional and vocational technical careers has been successful part of Operation SMART.

An entrepreneurship workshop, "Be All That You Can Dream", was held for 30 eighth grade females. Five Native American, 25 Caucasian attended. Emphasis was on participant involvement using hands-on activities enhanced the practical application process.

An alternative school for incarcerated secondary females participated in career assessments, non-traditional career awareness and job skills training. Forty-three females attended (26 Caucasian, 13 Native American, 2 Asian, 2 Hispanic).

At Mitchell Technical Institute and Southeast Technical Institute, programs on sexual harassment, career assessments and non-traditional careers were presented. Southeast Technical Institute hosted a working women teleconference. Through these two programs, 135 people were served: 129 females, 6 males (130 Caucasian, 1 Black, 3 Native American and 1 Oriental). Over 1,095 people were impacted through outreach activities.

Northwest Area Multi-district impacted 1,057 students at the secondary level and 153 students at the post secondary level through outreach programs that included sexual harassment prevention, non-traditional career awareness and other equity issues.

Springfield Correctional Facility developed programs which assisted the 66 incarcerated females in starting, continuing and completing vocational training.

Additional activities undertaken by the State Equity Supervisor include:

Provide technical assistance to school districts to bring their policies and procedures into compliance with the Office for Civil Rights requirements.

Reviewed programs for equitable treatment of students.

Reviewed brochures, catalogs and other promotional materials for sex equity.

Presented equity issues and materials to schools, organizations and other interested groups.

Conducted the Title IX in-service.

Hosted a South Dakota Equity Showcase of programs that cooperate to educate on equity issues which was held during the legislative session.

SECTION V

CRIMINAL OFFENDERS IN CORRECTIONAL INSTITUTIONS

The South Dakota Office of Adult, Vocational & Technical Education provides Single Parent/Displaced Homemaker services and Equity training to incarcerated females at the Springfield Correctional Facility. Mitchell Technical Institute provides this service as an outreach program.

South Dakota Office of Adult, Vocational & Technical Education provides Single Parent/Displaced Homemaker services and Equity training to incarcerated females at the Springfield Correctional Facility. Mitchell Technical Institute provides this service as an outreach program.

Sixty-six females meeting the definition of either a single parent or a displaced homemaker received services through the program called WINC, Women in Non-traditional Careers. The average female offender is a poor single parent, age 25-34, a racial minority, lacks a high school diploma, no vocational skill with a poor work record. The extreme ends of the range are from 18 years old and illiterate to 64 years. Native Americans account for 42% enrolled in non-traditional career training.

All of the women received an orientation to the services provided by the Single Parent/Displaced Homemaker Coordinator and to the vocational education programs; personal counseling; assessment and testing; career and education counseling; workshops on assertiveness, goal-setting, financial management, skills training and referrals to alcohol and drug counseling, health care as well as legal aid.

At the secondary level, 165 students were served by vocational education programs operated in correctional settings. A total of 646 students were served by vocational education programs at the postsecondary level. Enrollments in specific occupational program areas are included in the attached tables.

Three institutions in the Department of Corrections served students with vocational technical training programs. Two of these institutions served students in secondary programs and one served postsecondary students.

Nils A. Boe Youth Forestry Camp - serves adjudicated males from throughout South

Dakota. All students receive academic, pre-vocational training and attend a work therapy program. The pre-vocational program is 120 hours in length. The students learn about occupations and spend time in a classroom/lab setting experiencing occupational skills.

South Dakota Training School - is an institution for adjudicated youth. The schools serves both male and female students with five vocational program areas. Students from two neighboring public high schools also attend vocational programs at the training school.

Springfield Correctional Facility - is a medium security training facility for male and female students. The students may choose from 11 program offerings. The programs are articulated to the postsecondary technical system in South Dakota.

The pre-vocational program at the Nils A Boe Youth Forestry Camp received assistance to pay for staff salary and benefits. They also added another computer for Computer Assisted Drafting Design (CADD) and two printers. Additional textbooks and video tapes on careers were purchased. Some program supplies were also purchased for the program. The teacher travelled to a special needs conference and to the annual South Dakota Vocational Association (SDVA) Conference.

The vocational programs at the South Dakota State Training School were enhanced with federal funds by upgrading equipment, paying staff extended contract salaries, staff travel to special population workshops and state and national meetings. Some safety devices such as leather welding gloves, goggles and brake washer were purchased. Computer security stations, computers, printers, student chairs and a brake lathe were purchased.

Equipment was the major purchase at Springfield Correctional Facility. Updating computers in programs, adding new calculators in Business and Office programs, adding VCRs and monitors, welders, milling machines and pneumatic staplers and nailers were some of the equipment purchased. Some educational video tapes were also purchased.

The programs offered in the corrections facilities in South Dakota are as follows:

Springfield Correctional Facility:

Air Conditioning, Auto Body, Auto Mechanics, Carpentry, Building Maintenance, Business Occupations, Culinary Arts, Diesel Mechanics, Landscape/Horticulture, Machine Tool and Welding.

Youth Forestry Camp:

Pre-vocational instruction in the areas of Welding, Drafting, Electricity, Construction and Small Engine.

State Training School:

Agriculture, Auto Mechanics, Business and Office, Carpentry, and Food Production.

SECTION VI

SPECIAL POPULATIONS

A. Disabled - A total of 794 secondary and 217 postsecondary disabled students were served by vocational technical education programs.

Achievements in providing equal access for disabled, recruitment, coordination with special education, assessment, career development and transition from school to work in FY 1994 include:

One of the measures adopted by the Committee of Practitioners and approved by the South Dakota Board of Education is "Enrollment and completion of special populations in vocational education programs adapted to meet their unique learning needs". Secondary standards include:

Standard 2.1 The percent of special population students enrolling in approved vocational technical education courses is equal to the percent of special population students in the high school population.

Standard 2.2 The percent of special population vocational technical education students who complete their program area will be equal to the percent of other vocational technical education students who complete their program area.

_____% special population students in total school enrollment.

_____% special population students enrolled in program.

_____% non-special population students that completed course/program.

_____% special population students that completed course/program.

If a standard(s) is not being met, outline the steps that will be implemented to meet the standard for 1993-94 school year.

In reference to Standard 2.1, during the 1993-94 school year, 73% of the secondary vocational education programs had an enrollment of special population students equal to or greater than the total high school enrollment of special population students.

In reference to Standard 2.2, during the 1993-94 school year, 71% of the secondary vocational education programs had a completion rate of special population students equal to the total school enrollment of special population students.

Postsecondary standards include:

Standard 2.1	Supplemental instruction and supportive services are delivered to special population students.
Standard 2.2	Program is accessible to special population students and they are made aware of the program through affirmative outreach and recruitment efforts.

What types of supplemental and supportive services are available for special population students?

Explain the affirmative outreach and recruitment efforts used to recruit special population students.

If a standard(s) is not being met, outline the steps that will be implemented to meet the standards for 1993-94 school year.

LEAs are required to annually evaluate the effectiveness of their vocational technical programs utilizing the measures and standards.

Vocational technical programs also receive an on-site review every fourth year. Assessment indicators asked that relate to recruitment, coordination, career development and transition from school to work include:

1. Provide a description of affirmative outreach and recruitment efforts made to

attract all students, including special population students, regardless of race, color, national origin, sex or disabilities to the program.

2. Describe recruitment activities conducted that encourage students to participate in non-traditional areas of study.

3. Provide a description of supplemental services made available to special population students to ensure successful completion of the program. (This is to include assessment, career counseling, and adaptive equipment.)

4. Describe your involvement in the development and implementation of the Individualized Education Plan (IEP) process provided for students (i.e., participation in meetings relating to assessment, goal development and evaluation).

Description of supplemental services provided to the disabled:

Physical modifications were made to make vocational programs accessible to disabled students.

Sign language interpreters were provided for hearing-impaired students enrolled in vocational classes.

Teacher aides were used to provide support services in the vocational classes.

Peer tutor/mentors worked in vocational classes with disabled students.

Vocational and special educators worked together on the development of teaching materials to meet the needs of the disabled students.

Special education staff members involved the vocational educators in the placement process.

Smaller class size was used to provide more teacher/student contact time with disabled students.

Assessment and career guidance programs to ensure transition from school to work or additional occupational training.

Life skills training to aid students to become as independent as their potential allows.

Transitional job skills training to assist them in making the transition from school to the world of work.

Development of an Individualized Vocational Education Plan (IVEP) for the disabled student coordinated with vocational and special education teachers.

Adaptive modification of equipment to ensure the needs of the disabled students are being met.

The postsecondary vocational technical institutes offer complete services to disabled students. Following is an description of the supplemental services provided:

Each postsecondary technical institute provides the services of a special needs coordinator.

The postsecondary technical institutes have instructional services centers which provide services; such as assessment, pre-tech programs, tutors, basic skills training, adaptive curriculum, individual counseling, registration assistance, deaf interpreters and referrals to outside agencies.

B. Limited English Proficient - The total number of secondary Limited English Proficient (LEP) students served was 310 and the postsecondary institutes served 26 LEP students.

Achievements in serving the LEP students in terms of improved access and services provided that contributed to success involved the following activities:

Joint planning of individualized vocational education plans occurred including students, teachers and counselors.

Several school districts have hired special needs coordinators to improve the delivery of vocational education to LEP students.

Linkages have been developed between the Office of Adult, Vocational & Technical Education and other departments/agencies, such as JTPA, to ensure equal access for LEP students.

Vocational assessments and IVEPs have been completed for LEP students enrolled in vocational education programs. The vocational teachers are actively involved in developing these vocational plans.

Professional personnel to identify LEP students, conduct vocational assessments, develop IVEPs in cooperation with vocational teachers, provide additional counseling, assist vocational teachers in utilizing effective strategies for LEP students.

Supplies such as computer software and other materials for the purpose of vocational assessments and development of IVEPs.

Teacher aides and peer tutors provide assistance to LEP students in mainstream vocational settings.

Assessment processes were established by the state department which mandated all high school age students be interest-tested using DAT and OVIS tests.

Supplemental services provided, including adaptation of curriculum, instructional support services, equipment and facilities designed to meet the needs of LEP students.

Extra counseling is provided to LEP students including counseling regarding individual career interests, career development, job availability and job placement.

Transition services were provided by counselors, career specialists, placement personnel and vocational teachers.

Community job placements were provided.

Information on the job market and postsecondary training opportunities was provided.

Assistance in seeking a job or postsecondary training was provided.

Computerized career awareness activities were provided.

C. Disadvantaged - The total number of disadvantaged secondary students served was 7,590 and the postsecondary institutions served 1,782 disadvantaged students.

Following is an outline of the impact of supplemental services that were provided to the disadvantaged:

Vocational assessment and IVEPs have been developed for disadvantaged students

enrolled in vocational education. The vocational teachers are actively involved in the process of the vocational plans.

Peer tutor/mentor programs were implemented to ensure success of the disadvantaged students enrolled in vocational programs.

Vocational basic skills programs, as well as life skills programs, were implemented to assist disadvantaged students.

Vocational curriculum and additional materials were developed specifically to ensure the success of disadvantaged students in their vocational programs.

Professional personnel to identify disadvantaged students, conduct vocational assessments, develop IVEPs in cooperation with vocational teachers, provide additional counselors and assist in vocational strategies for disadvantaged students.

Supplies and equipment (such as computers, software and other materials) for the purpose of vocational assessment and development of programs.

Individualized assistance was provided to assist disadvantaged students in the vocational education programs.

Modified instructional strategies were used.

Self-esteem counseling was provided to aid the students become aware of their self-worth.

Outline of achievements in serving the disadvantaged students with respect to their successful completion of vocational technical education process:

Extra counseling was provided to disadvantaged students including counseling regarding career interests, career development, job availability, job placement, and follow up.

Individual interests, as well as group counseling activities, were provided to each student.

Additional support was provided to re-entering vocational students to encourage them to stay in school.

A Career Day was developed for handicapped/disadvantaged students to provide them with career information and the wide range of vocational options available to them.

Transitional development programs that aid the student from school to employment or to additional occupational training.

Career days that were targeted for special populations to make them aware of the occupations and the requirements of the occupation.

Community job placements were provided.

Information on the job market and postsecondary training opportunities was provided.

Assistance in seeking a job or postsecondary training was provided.

Computerized career awareness activities were provided.

Follow-up activities on disadvantaged completers were conducted to determine placement of students after high school.

A career guidance program using the Missouri model to provide better career counseling services to disadvantaged students.

The postsecondary institutions offered personalized services to the disadvantaged. Following is a summary of those activities:

Each institute has a special needs coordinator.

Each institute has an instructional service center.

Each institute provides students with assessment of their interest, ability and academic screening.

Instructors provide special services; such as, tutors, adaptive instructional materials, vocational guidance and counseling, basic skills training and pre-tech programs.

Students had opportunities to enroll in human development courses that include survival skills, personal development, career exploration and assertiveness

training.

SECTION VII

STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT

New programs - Sixteen new secondary programs were implemented or expanded during FY 1993-94.

Program	School
Technology Education	Castlewood
Business & Office (expansion)	East Central Multi-District
Business & Office (expansion)	Hot Springs
Radio/TV Production	Hub Area Multi-District
Agricultural Education	Hurley
Marketing	Sturgis
Health Occupations	Rapid City
Advanced Natural Resources (expansion)	Rapid City
Technology Education	Rapid City
Occupational Foods	Rapid City
Agricultural Education (expansion)	West Central
Technology Education	Wolsey
Agricultural Education	Belle Fourche
Technology Education	Andes Central
Business & Office	Kadoka
Technology Education	Huron

Six new or expanded postsecondary program include:

Program	Institution
Early Childhood Administration	Mitchell Tech Institute
Biotechnology in Agriculture	Lake Area Tech Institute
Occupational Therapy Assistant	Lake Area Tech Institute
Developmental Disabilities Technician	Western Dakota Tech Institute
Human Services Technology (expansion) AAS	Lake Area Tech Institute
Medical Assisting Program (expansion) AAS	Lake Area Tech Institute

Programs dropped at the secondary level include an Automotive Technician program and Business & Office program.

On the postsecondary level, the Parts Merchandising program and Developmental Disabilities program which received Board approval have been put on hold and did not operate during FY 1993-94.

Professional Development

Three hundred fifty (350) vocational instructors received in-service training during the 1994 South Dakota Vocational Association (SDVA) Conference. The Conference theme was "Setting Directions of Vision and Action for Workforce Excellence". This is an all-service area conference involving secondary, postsecondary and adult vocational education personnel. Topics for the 1994 conference included:

1. Work-Based Learning: A New Education Paradigm
2. Dynamic Professional Development
3. Where Are We With Tech Prep
4. Overview of the School to Work Opportunities Act
5. Truth or Consequences: Equity Project
6. 10 Essential Skills Needed for Workforce Excellence
7. Humor in the Classroom
8. Telecommunications for Educators

The following vocational areas also had individual sessions designed to meet the needs of vocational educators involved with these areas:

Administration
Marketing
Agricultural Education
Home Economics
Technology Education
Special Populations
Business and Office
Trade and Industrial
Health Occupations

Four $1500 Leadership Policy Grants were awarded to South Dakota Vocational Association (SDVA) members. These funds are utilized by vocational educators for attendance and participation in meeting of the South Dakota Board of Education, the National Leadership Policy Seminar, state staff meetings and regional and national activities of the American Vocational Association. The purpose of the program is to provide an opportunity for vocational educators to become exposed to a variety of public policy formulation activities and to develop public policy leadership skills. The benefit of the program is that vocational educators at the "grassroots" level understand

vocational education policy formulation.

Professional development activities conducted by universities include:

South Dakota State University - Agricultural Education

1. State in-service programs through the telecommunications network
2. Creation of an instructors' guide for innovative agricultural experience programs
3. Summarization of Ag-Science lab manual
4. International agricultural issues
5. Beginning teacher in-service programs

A pilot project in the area of Automotive Electricity/Electronics was implemented this year. The program identifies the body of knowledge, equipment and supplies needed to teach automotive electricity/electronics at the secondary level so that it articulates to the postsecondary level. The secondary staff was trained with the knowledge and equipment. They will teach the technology this school year and students will articulate to a postsecondary program.

If this program is successful, all four postsecondary technical institutes and all secondary programs will have the opportunity to use this process.

Two workshops were conducted for Business & Office vocational education during FY 1994. They include:

"Cyberpunk-Tics" - workshop was held in a computer lab with network-capable computer systems. Topics of discussion included: technology and business education, windows applications, creativity, educational paradigm shifts, special populations and vocational student organizations.

"Value of Diversity in the Workplace" - workshop discussion was centered on the changing makeup of the American workplace. Today's majority will be tomorrow's minority. America no longer views itself as a "melting pot", but rather a "salad bowl". The second half of the workshop dealt with identifying strategies to assist students with the diversity of culture, race, gender, religious and life styles they will need in the workplace.

University of South Dakota

Coordinated the Leadership in Educational Administration Development (LEAD)

project. The purpose of the LEAD project is to:

1. Improve education by providing prospering and aspiring school administrators opportunities for professional growth. This includes vocational educators and administrators.

2. Increase access for minorities (particularly Native Americans) and women to administrative positions.

The LEAD project is a cooperative effort of the Division of Educational Administration at the University of South Dakota, the State Division of Education and the School Administrators of South Dakota. The State Director of Adult, Vocational & Technical Services serves on the LEAD Advisory Board.

Black Hills State University

Provided professional development for 10 Technology Education teachers in the career cluster areas of: Communication, Manufacturing, Construction, Energy/Power/Transportation.

The 1994 South Dakota Directors Conference was held at the Deadwood Gulch Resort, Deadwood, South Dakota on May 5-6, 1994. There were more than 30 vocational technical directors as well as state staff in attendance. The topics of the conference were:

1. What's new in South Dakota's Technical Institutions and Multi-Districts?

2. 1994 School to Work Act.

3. Tech Prep and Articulation.

4. National Council of Local Administrators.

5. Recent Federal Initiatives Related to National Standards.

6. Team Building.

1994 Summer Current Trends in Vocational Technical Education Institute: A determination was made to utilize the 1994 Summer Institute as a vocational current trends seminar since the key elements of the Tech Prep system of education revolve around current and emerging trends of vocational technical education. There were two

locations for the summer institute: Southeast Technical Institute in Sioux Falls and Black Hills State University in Spearfish. There were 207 total conference attendees from both locations.

It was also determined that the focus of the Institute would be Vocational Technical Current Trends, including the topics of competency-based education and curriculum alignment, integration of academic and technical courses, career clustering and counseling, business and industry partnerships, Applied Mathematics, Applied Communication, Applied Biology/Chemistry, Principles of Technology and educational change.

Mini-sessions were later identified to include educational change, total quality curriculum, articulation, School to Work Opportunities Act, using the internet/superhighway, intelligence assessment, career guidance, career planning programs and current offerings in postsecondary technical education.

Curriculum Development

During FY 1994, membership in the Mid-America Vocational Curriculum Consortium (MAVCC) and Vocational Technical Education Consortium of States (V-TECS) provided local education agencies the accessibility to modern, competency-based instructional materials. New publications completed or revised through the MAVCC instructional materials development process in FY 1994 included:

Introduction to Surgical Technology, 2nd Edition
Surgical Techniques, 2nd Edition
Introduction to International Trade
Basic Wiring, 2nd Edition
Residential Wiring, 2nd Edition
Commercial and Industrial Wiring, 2nd Edition
Mechanical Drafting with CAD

Continued development on 11 publications included:

Surgical Procedures, 2nd Edition
Computer Aided Electronic Drafting
Pipe Drafting with CAD
Power Product Technician
Parts Specialist, 2nd Edition
ACR Fundamentals, 2nd Edition

ACR Electrical Components, 2nd Edition
ACR Domestic Refrigeration, 2nd Edition
Developing Entrepreneurial Attitudes
Introduction to Electromechnical Technology

Eight South Dakota vocational instructors and/or industry representatives were involved in developing and validating these publications.

A Comprehensive Ag-Science Manual was created for secondary Agricultural Education instructors. The lesson plans were created so that applied science principles could be demonstrated and taught with an agricultural emphasis. The lessons detail step-by-step procedures and use low-cost equipment or materials readily available.

The South Dakota Curriculum Center was represented by exhibits at:

* South Dakota Vocational Association Conference - August 1993
* Dakota Dome Conference - October 1993
* Technology and Innovations in Education (TIE) Conference - March 1994
* Missouri Valley Adult Education Association Conference - April 1994
* Tech Prep Summer Institute - June 1994

Services of the South Dakota Curriculum Center were highlighted in presentations to:

* South Dakota Vocational Association Conference - two mini sessions on V-TECS direct
* Dakota State University - using the Rural Development Telecommunications Network (RDT Network) for summer term and fall semester students in VTTE 100
* Technology and Innovations in Education Conference
* Lake Area Technical Institute - training in the use of V-TECS Direct
* School Transition to Employment Partnership (STEP) Conference
* Tech Prep Summer Institute
* School in-service programs at Watertown and Wagner
* Several groups of faculty who visited the Curriculum Center during the year

Loan services of the South Dakota Curriculum Center increased in 1993-94 over the previous year. Patrons total 2,791 for the year. They received 5,948 loan items in both hard copy and audio visual formats, and they received 306 free items such as brochures, task lists, curriculum searches and catalog listings.

Several successful searches were conducted through the Northwestern Curriculum Coordination Center and other centers in the NNCCVTE. Topics included jet ski repair, simulated marriage course, elimination of the general track in high schools, middle school modular home economics, medical terminology, agriculture science labs, tech prep in health occupations, medical administration technician, IV therapy, heavy equipment operator, concrete and asphalt worker, crew foreman, weed identification and control, agriculture chemical applicator, soil management, agricultural accounting and certified crop advisor.

Hardware and software for the Attributes for Successfully Employability program were loaned to 20 sites during the 1993-94 school year. A laptop computer with the DISCOVER guidance program was loaned to 11 sites and a computer with the CLECT guidance program was loaned to five sites during the 1993-94 school year.

The South Dakota Video Consortium, with a collection of over 750 titles, has 135 members. School districts make up the largest number with 114 represented. Other members include six multi-districts, four postsecondary technical institutes, four Indian schools, three career learning centers and one alternative high school, government agency, corrections facility and industry.

Ninety-six (96) school districts in South Dakota have access to the DISCOVER computerized guidance program through a lease agreement coordinated by the South Dakota Curriculum Center.

In March 1994 the Office of Adult, Vocational & Technical Education sponsored a curriculum development workshop in Technology Educaiton Robotics. The workshop provided experiences in work cells, flow chartering, sequencing, servo and nonservo robot operations, snesors, end-of-arm tooking and flexible manufacturing.

Equipment

LEAs utilized Perkins funds to purchase instructional equipment. Items were purchased with federal dollars to aid instructors in the following occupational areas:

Agricultural Education
Business and Office Education
Health Occupations Education
Marketing Education
Occupational Home Economics
Technology Education
Trade and Industrial Education

Equipment purchased during FY 1994 was for the purpose of upgrading programs to meet the changing needs of business and industry.

Thirty-one percent (31%) of the Title II, Part C funds were utilized at the secondary and postsecondary levels to purchase equipment. All equipment items requested are reviewed by a state supervisor.

Equipment items approved are sent back to the LEAs. The LEAs purchase the equipment and then request reimbursement. This procedure ensures that LEAs are purchasing state-of-the-art equipment that reflects the needs or validated by the industry advisory committees. A comprehensive statewide property inventory is maintained to monitor accountability for the equipment and to satisfy federal requirements.

Research

No research projects were funded from state leadership funds for FY 1994.

SECTION VIII

COMMUNITY-BASED ORGANIZATIONS (CBOs)

Number of students receiving services: 435, of which 235 were female and 200 were male.

The limited funds in South Dakota have been focused on joint vocational education support programs for community-based organizations and eligible recipients to provide training and education activities. Many of the programs complement the JTPA employment and training program, as well as the state Governor's plan for community development and entrepreneurial programs for high school aged students.

Information of the availability of CBO funds was made known by a workshop provided to interested persons at the King's Inn in Pierre, SD, as well as information provided in writing to all eligible recipients.

All funds were distributed under the competitive Request For Proposal (RFP) process as part of the total vocational education discretionary funding process.

Each community-based organization and eligible recipient desiring to conduct a project jointly prepared and submitted an application.

Priority was given to projects which provided participants with training, education and supportive services such as vocational assessment, vocational/career counseling, course exploration, exposure activities and remedial basic skills relative to vocational training and job placement.

The applicants identified the number of persons to be served through their project and the specific services that would be provided. They described the manner in which the services and activities for which assistance was sought would serve to enhance enrollment and serve in the vocational programs.

Three projects applied and were funded, these were statewide projects. The three projects funded were as follows:

Community-Based Organization

Northern Hills Community Development
Sturgis, SD

Eligible Recipient

Black Hills Special Services Coop
Sturgis, SD

The Black Hills Special Services Coop and the Northern Hills Community Development integrated business and industry with school and Tech Prep.

The purpose was to increase Tech Prep acceptance and implementation in South Dakota by providing awareness of Tech Prep to business and industry and obtain their active support; providing opportunity for business and industry, educators and students to participate together in education change process; increasing higher education's participation through increased business and industry involvement.

Comments:

The purpose of this proposal was to increase the emphasis placed on Tech Prep and vocational technical education by our northern hills communities and schools.

The Northern Hills Community Development, Inc. (NHCD) Board of Directors, which is composed of two members each from Belle Fourche, Central City, Deadwood, Lead, Newell, Spearfish, Sturgis and Whitewood, view Tech Prep as an approach to education that they believe business and industry should pursue and promote. Their active

involvement will have a very positive effect on the business and education groups in their individual communities. This will be done by providing awareness materials, individual meetings, speaking at community groups and conferences.

Changing attitudes within the education communities, including higher education can be very difficult. The knowledgeable support of business and industry will be an invaluable part of effecting that change.

The Carl Perkins Act places strong emphasis on business and industry involvement with Tech Prep. Also, information from existing successful Tech Prep programs stresses the importance of active involvement by the business community. The CBO has spent the past year providing awareness activities and in-service to educators on Tech Prep in South Dakota. The response from most of the educators has been positive; however, to move Tech Prep to the next level, the CBO needs to provide the entire community (students, parents and business leaders) with that same information and obtain their positive input and involvement.

By providing the impetus for education and business to work together on the Tech Prep program, the CBO hopes to develop an alternative program of education for the special population groups that can benefit the most from Tech Prep.

The CBO feels that by providing the vocational skills that the Tech Prep program endorses, the students will have the opportunity to participate in a program that increases pre-vocational preparation, academic and technical skill development and improve dropout rates. They also followed up with the communities and schools to determine effect of business involvement on actual implementation of Tech Prep programs.

Types of programs/services offered:

Outreach programs that facilitate the entrance of youth into a Tech Prep program of transitional services and subsequent entry into employment.

Transitional services such as attitudinal and motivational pre-vocational training.

Pre-vocational education preparation and basic skills development conducted in cooperation with business concerns.

Career assessment of students' needs in relation to vocational education and jobs.

The student mentor program offered junior and senior high students identified as

at risk by school counselors the opportunity to explore their career options, to establish goals through the Choices and Challenges curriculum and to be matched with a mentor to explore various vocational education and employment options available to them.

Alternative high school programs where the basis of instruction was vocational training and employability skills.

Entrepreneurial skills workshop that focused on resources and motivation necessary to be successful in business.

Articulated a Tech Prep program which was developed by secondary and postsecondary institutions.

Community-Based Organization:

Mitchell Area Development Cooperation
Mitchell, SD

Eligible Recipient

Mitchell School District
Mitchell, SD

Mitchell Area Alternative High School programs prepare students for a job and/or postsecondary education as evidenced by the number of students who were identified as being at risk. This information led to the application for funds to begin an alternative high school. This need still exists as indicated from available data. In the Mitchell area during 1992-93, 31 students dropped out of school, there were 19 births to single teen mothers, 32 students were behind one or more semesters of their graduating class and approximately eight students returned from a chemical dependency program.

With limited funding and resources, the alternative school was opened and is operating. The need is to continue to meet the goals and objectives, to meet the students' academic and career development needs and address personal issues.

Comments:

The development of services and implementation is the result of a two-year study conducted by Mitchell School District and the community. The study involved review of research in the field, visitation to five alternative schools and discussion with community

agencies. The project has been developed in great detail with the advice from current programs which indicates students have experienced success and the intent is to continue to meet students' needs.

The businesses are and will continue to be involved in developing and training a more skilled workforce.

One of the most significant factions to the success of the Mitchell Alternative High School is the job placement component. Businesses in the Mitchell community serve as employers to the students at the Mitchell Alternative High School. The employers work collaboratively with the job coach at the Mitchell Alternative High School to improve job skills and performance.

Mitchell Alternative High School (MAHS) is a unique educational setting that provides options for an individual wanting to earn a high school diploma. Academic- and vocationally-orientated education programs are provided through an individualized, student-centered approach. Programs are attentive to the needs of a career-oriented curriculum and are sensitive to the variety of learning styles among students.

MAHS works with each student to assess academic, career and personal needs in order to develop an individualized learning plan. Emphasis is placed on helping students develop self-discipline and responsibility similar to that which would be expected of them in a work setting. Staff maintains and models an orderly learning atmosphere through fair and respectful treatment of students.

A fundamental belief of the school is that all students are of value and that they need guidance to find and develop the positive qualities they possess. The CBO understands students have histories of failures in the traditional educational system. The CBO strives to find creative approaches to learning. This enables the students to experience success and create satisfying futures.

Types of programs/services offered:

To provide individualized education, career development and personal growth.

To provide a caring atmosphere that generates a positive student attitude toward self, others and school.

To facilitate the acquisition of credits, requirements and skills necessary for graduation.

To establish good study habits and attitudes toward study.

To allow each student to complete coursework at his/her own rate.

To provide vocational training through work experience and through studying work-related skills.

To develop social skills.

To initiate and maintain regular communication with parents.

To encourage and foster good attendance.

To increase the number of students graduating from high school.

Community-Based Organization:

Turn About, Inc.
Sioux Falls, SD

Eligible Recipient

Sioux Falls School District
Sioux Falls, SD

Turn About, Inc. has enjoyed a long and beneficial relationship with the Sioux Falls School District. Initially, the Sioux Falls School District served as Turn About's sponsor and has contracted services from them for the last six years.

Most recently, this partnership has expanded more specifically to vocational education and includes an articulation agreement with Southeast Technical Institute for a Computer Concepts course. The working relationship is documented by letters the CBO has received from the Director of Education Services and the Director of Southeast Technical Institute (SETI).

Comments:

Students enrolled in academic programming at Turn About are either completing the requirements for their high school diploma or studying for their GED. Special vocational emphasis is placed on the computer lab where students are gaining basic employability skills and/or preparing to transition into postsecondary training.

Turn About utilizes only certified staff for their teaching assignments and works cooperatively with the Sioux Falls School District in assuring the quality of their curriculum. Benchmarks to these assurances include: Recognition by the Sioux Falls School District of academic credit within the high school diploma completion and Project ACHIEVE programs, articulation with SETI for Computer Concepts, and status as an "Approved Alternative Education Program" by the Office of School Accountability.

With support from the Office of Adult, Vocational & Technical Education, Turn About has implemented a more formalized orientation program for youth and their parents to assist families in making educational decisions prior to enrollment. The net result of this change is to increase the number of high school dropouts enrolling in our education programs. Orientation includes a video testimonial of successful Turn About graduates, information about continuing training opportunities and encouragement in the high school education completion process.

Types of programs/services offered:

All students studying at Turn About are given both a pre- and post-assessment test (TABE) in the areas of reading, writing and math. A list of required skill level and GED scores for entrance to postsecondary institutions within the area is utilized by teachers and employment specialists when making placement decisions with students. Most institutions in our area require an average GED score of 50 or above in order to be admitted without probation status.

Entrance exams at SETI require different skill levels for different areas of study. For example, many students need to brush up on Algebra skills to enter SETI's Drafting program. The Transition Specialist also assists students in enrolling to take both ACT and SAT exams and utilize study materials in the classroom to prepare for this test.

Turn About's Transition Specialist implemented a formal transition group which meets on a monthly basis with students preparing to graduate from their program. Each student developed an individualized transition plan including an educational goal, financial aid information and the steps necessary to accomplish their long-term career goals. Eight groups were facilitated beginning in January and 37 students participated. Over 100 federal financial aid packets were distributed, and students also received assistance in completing an application for JTPA short-term training funding.

Because of their newly established computer lab, many students involved in

postsecondary training return to type papers, brush up on computer skills or receive study support from the teachers and employment staff. As students graduate, they are invited during the celebration ceremony to return whenever necessary to receive support and information necessary to make their postsecondary training successful. While formal records have not been kept, at least 10 graduates per week return for transition services.

SECTION IX

CONSUMER AND HOMEMAKING EDUCATION ACCOMPLISHMENTS

A total of 11,631 students were served in Consumer and Homemaking Education programs. Of this total, 6,911 (59.4%) were females and 4,720 (40.6%) were males. (See attached table.)

Of the 107 approved Consumer and Homemaking Education programs, 87% (93) of the programs are provided in school districts that are designated as being in depressed areas. These school districts have 25% or more of their enrollment receiving free or reduced lunch. (One school district receives free or reduced lunch for 24.59% of the students but this was augmented to 25%.) Four of the fourteen programs that are considered to be non-depressed did NOT request Consumer and Homemaking Education funds for their program improvement efforts. The 10 remaining programs that are considered to be non-depressed were awarded a total of $8,997 or approximately 5% of the Consumer and Homemaking Education funds for South Dakota.

Consumer and Homemaking funds were disseminated via a Request for Proposal basis. Applications addressed the provision of support services and activities designed to ensure the quality and effectiveness of programs, application of academic skills, curriculum development, development of instructional materials, teacher education and upgrading equipment. In the grants to approved programs, one or more of the following critical skill areas that are identified in the legislation were addressed:

managing individual and family resources
making consumer choices
balancing work and family
improving responses to individual and family crises (including family violence and child abuse)
strengthening parenting skills (especially among teenage parents)
preventing teenage pregnancy

assisting aged and individuals with handicaps and members of at-risk populations (including the homeless)
improving individual child and family nutrition and wellness
conserving limited resources
understanding the impact of new technology on life and work
applying consumer and homemaking education skills to jobs and careers

42 % of the Consumer and Homemaking Education funds were utilized to develop and disseminate: teacher resource packets on "The Elderly"; Peer Education activities; management of district proficiency events of the South Dakota Association of Future Homemakers of America; and Tech Prep.

The Vocational Home Economics Program: Implementation of Tech Prep in South Dakota was designed to assist vocational home economics teachers in South Dakota to correlate their program competencies with the South Dakota Tech Prep Initiative. This model illustrates how home economics is an integral part of Tech Prep. The document includes matrices for each of the curriculum area competencies for vocational home economics in South Dakota. These matrices include an assessment of basic skills as adapted from the Oklahoma Department of Vocational Technical Education and SCANS (Secretary's Commission on Achieving Necessary Skills). Upon completion of this document, an in-service was conducted prior to the South Dakota Vocational Association Annual Conference that was held in August, 1994.

Approximately 18% of the funds allocated to South Dakota were used to provide a 50% match for updating equipment.

SECTION X

TECH PREP

The South Dakota Department of Education/Office of Adult, Vocational, and Technical Education views Tech Prep as a K-14 systemic change initiative. Carl D. Perkins Vocational and Applied Technology Act of 1990, Title III, Part E funds are utilized to promote changes at grade levels 9, 10, 11, 12, 13 and 14. During fiscal year 1994, four projects involving 83 high schools and four postsecondary technical institutes worked to develop the Tech Prep system of education. While no school district has had the opportunity to institute all elements of Tech Prep, significant progress has been made in the development of a coherent sequence of coursework leading to an associate degree in a technical field. 24,972 students (60% of total 9-12 population) are enrolled in schools participating in Tech Prep projects.

All school districts in South Dakota have the opportunity to be involved in the South Dakota Tech Prep Initiative. Participation is voluntary rather than mandatory. South Dakota is a predominately rural state. Student population in grades 9-12 in participating schools is as follows: seven schools of more than 1,000 students, six schools of more than 500 students, nine schools of more than 300 students, 20 schools of more than 100 students, and 31 schools of less than 100 students.

The greatest impact to date of services provided is the integration of applied academics into mathematics, biology, chemistry, physics, language arts and technology classes. All high school, postsecondary and university teachers in South Dakota have been given the opportunity to attend a variety of in-service sessions on the Tech Prep system of education. Topics covered include applied academics, competency-based education, curricula alignment, integration of academic and technical coursework, career clustering, career counseling, articulation of coursework, building business and industry coalitions and managing educational change based on the Tech Prep system of education.

The South Dakota Tech Prep Initiative includes four regional projects, each funded through the four postsecondary technical institutes. Funded projects have developed articulation agreements between secondary and postsecondary programs. Identified occupational instructional areas include agriculture; business and information systems; business marketing; construction, transportation, and manufacturing; electronics and graphic communications; health and human services; and industrial technology. Apprenticeship programs are being developed through the projects in a limited number of secondary schools.

Special populations students are provided with the same opportunity to participate in the Tech Prep system of education as are all other students. Tech Prep consortia members must adhere to a non-discriminatory policy and adhere to EEO, affirmative action guidelines are required by public educational institutions. Consortia schools utilize the resources of the various state level departments to assist special population students who wish to participate in coursework. Tech Prep projects are required to collaborate with programs such as JTPA, STEP, Chapter I and Youth Apprenticeship.

All counselors and teachers in South Dakota have the opportunity to participate in various professional activities and in-services on the Tech Prep system of education. Target areas for guidance personnel has been the identification of career cluster areas, career guidance activities, technical career awareness, job opportunity awareness and identification of postsecondary educational opportunities leading to both technical and professional career choices. Target areas for teachers, administrators and others include identification of career cluster areas, aligning curricula within clusters, integration of academics and technical coursework, building business and industry partnerships and

development of articulation agreement. The professional activities have resulted in systemic change at the 9-14 level.

Students in grades 7-10 are provided with career counseling activities such as testing and counseling in the areas of career interest and aptitude, job readiness, career exploration and job seeking. Students receive information regarding technical career opportunities, secondary technical education opportunities and postsecondary technical education opportunities.

SECTION XI

INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL TECHNICAL EDUCATION PROGRAMS

The State Office of Adult, Vocational & Technical Education does not collect individual student data by programs which integrate applied academics. The integration of applied academics into vocational technical education is a key goal of the South Dakota Tech Prep Initiative. Approximately one-half of the high schools are involved in the Tech Prep Initiative. An estimated 12,000 students were enrolled in vocational technical programs in 1993-94 that had an application of academics, including special population students.

A description of the type of activities conducted by the Office of Adult, Vocational & Technical Education in developing and implementing applied academics into vocational technical education is as follows:

> The integration of applied academics into vocational technical education is a key goal of the South Dakota Tech Prep Initiative. To accomplish that goal statewide, teacher in-services have been arranged and ongoing technical assistance has been provided through the Office of Adult, Vocational & Technical Education and the South Dakota Curriculum Center. The South Dakota Office of Adult, Vocational & Technical Education sponsored two statewide workshops for academic and vocational technical teachers. One hundred seventy-five instructors participated in the workshops. Regional Tech Prep coordinators sponsored regional workshops for approximately 120 academic and vocational technical teachers. Training plus curricula materials were provided to instructors at both state and regional workshops. Regional coordinators provided on-site implementation assistance to instructors in the four Tech Prep consortiums. Teaching methodologies and integration activities have been stressed.

All vocational technical education areas have been included in the workshops including Agriculture, Marketing, Business and Office, Health Occupations, Technology Education, Consumer and Homemaking Education and Trade and Industrial Education.

Special population students are provided the same assistance in the area of applied academics in vocational technical education as is provided all program components. Individualized Education Plans are developed for all special population students which address academic as well as vocational achievement. Special assistance and peer tutoring is provided where necessary. Documented academic gain is benchmarked in the performance standards and core measures.

The Office of Adult, Vocational & Technical Education, during its on-site program review process, asks for documentation on how applied academics have been integrated into occupational competencies.

The following services have been implemented by the Office of Adult, Vocational & Technical Education and LEAs who provide assistance to special population students with applied academics:

1. Hiring of education assistants
2. Pre-Tech "Learning How to Learn Workshops"
3. Pre-tested and post-tested students
4. Established tutorial services
5. Monitored attendance of special population students
6. Conducted micro-study skills sessions in vocational classrooms for students and vocational staff
7. Did readability levels on applied academics materials
8. Postsecondary institutions worked closely with the Division of Rehabilitation in regard to progress of handicapped students
9. Acquired necessary equipment for visually impaired students
10. Postsecondary technical institutions' admissions personnel worked closely with special population students
11. Establishment of Resource Centers

The impact of the performance standards and measures is accomplished through Measure 3, which states "Student completers made gains in basic and more advanced academic skills". The standard for that measure is "The percentage of students gaining 0.5 or more Normal Curve Equivalent (NCE) on the Stanford Achievement Tests in total reading, total math and science since taking the test as 8th or 9th grader or the most recent Stanford Test scores available". Fifty-six percent (56%) of the secondary

students completing vocational technical education programs in 1994 made gains in basic and more advanced academic skills. South Dakota is a member of MAVCC and V-TECS consortiums. When developing instructional materials related to academic skills are identified and integrated into the instructional materials.

Other areas making an impact include:

1. An effort is made in the math and English areas to make technical applications in assignments.
2. Tutors are provided for those students experiencing academic difficulties.
3. Technical math and technical writing are both offered in the General Education Department.
4. Team teaching of applied academic courses between vocational technical education and academic departments.

SECTION XII

CAREER GUIDANCE AND COUNSELING

During the 1993-94 school year, the Office of Adult, Vocational & Technical Education funded 12 career guidance programs. Activities within these programs include:

individual career counseling
group career counseling sessions
classroom guidance presentations
student career fairs
administration and interpretation of career interest
aptitude assessments

As the designated state supervisor of these programs, the State Career Guidance Coordinator made on-site program review visits at each program site.

The following is the 1993-94 Statewide Summary of Career Guidance Programs Student Contact data:

Individual Career Planning Sessions:	804 Sessions	1,309 Students Served
Personal Counseling Sessions:	503 Sessions	409 Students Served
Group Guidance Sessions:	105 Sessions	1,270 Students Served

Classroom Career Guidance Sessions:	**437 Sessions**	**6,595 Students Served**
Parent Meetings:	**59 Sessions**	
Administrator/Teacher Consultations:	**803 Sessions**	
Testing/Career Assessment Sessions:	**85 Sessions**	**1,683 Students Served**
TOTAL	**2,796 Sessions**	**11,266 Students Served**

To help provide a unified direction for state-approved career guidance programs, the following *South Dakota Requirements for Approved Career Guidance Programs* have been developed:

1. **Program goals and objectives must be organized in accordance with the Educational and Career Development Competencies and Objectives stated in the South Dakota Comprehensive Guidance and Counseling Program Model.**

2. **Career guidance counselors will cooperate with technical education instructors, parents, and other appropriate personnel in making students aware of technical education programs.**

3. **Members of special populations will be actively recruited for technical education programs and will be provided equal access to career guidance and counseling services.**
4. **Students will be given program information, course content and other appropriate information prior to enrolling.**

5. **Career counselors will encourage the exploration of non-traditional careers for males and females by presenting non sex-biased information concerning careers and postsecondary training opportunities.**

6. **Appropriate assessment inventories (including interest, aptitude, and ability tests) will be used by career guidance counselors to help students explore various career options and select program areas.**

7. **Career counselors will facilitate instruction on job-seeking skills, job application skills and job interviewing skills. This will be part of all students' technical education preparation.**

8. Career counselors will work cooperatively with the district K-12 guidance and counseling staff to ensure that the career development needs of technical education students are being met and to promote technical education opportunities in South Dakota.

9. Occupational and educational information materials and instruction on their use will be made available to all technical education students.

10. Information on the range of career alternatives within specific course offerings will be part of each students' technical education instruction.

11. A written Individual Career Development Plan (ICDP) will be developed, maintained and updated annually for each technical education student. The ICDP should contain information on student career and education objectives, academic achievement, work experience, student academic progress and other relevant data for the purpose of career planning.

12. Career guidance counselors will participate with instructors or other appropriate personnel in the placement of students on the job, in the military, postsecondary technical education or higher education.

13. The career counselor will assist the technical education instructor and/or administrator in conducting and reporting follow-up studies of technical education program graduates.

14. A career development needs assessment must be periodically administered to students enrolled in technical education courses or programs to assist schools in determining specific needs of their students.

15. Each career guidance program will establish an Advisory Committee for the purpose of maintaining, improving, and evaluating the program.

16. Career guidance counselors will develop an annual Program Management and Objectives Report. A copy of this report will be sent to local administrators and the State Career Guidance Coordinator by May 15th of each year.

17. Approved career guidance and counseling programs must be organized and administered by a certified counselor with documentation of course work in history and philosophy of technical education within five years of their first certificate.

The South Dakota Office of Adult, Vocational & Technical Education provides a State

Career Guidance Coordinator. The State Career Guidance Coordinator is available to provide technical assistance to secondary and postsecondary counseling programs to help increase their knowledge and skill in the areas of career counseling, the use of labor market information and opportunities in vocational education.

The following are some of the FY 1994 activities of the State Career Guidance Coordinator:

South Dakota Career Assessment Program
The ninth annual South Dakota Career Assessment Program was held October, 1993. The South Dakota Career Assessment Program is the career interest and aptitude component of the state-mandated testing program. In the Career Assessment Program, each 9th grade student in the state is given the Career Planning Program assessment instrument. This is the second year in which the Career Planning Program has been used in the South Dakota Career Assessment Program and continues to be well received by counselors and students. This statewide program was funded by the South Dakota Office of Adult, Vocational & Technical Education.

A total of 10,606 9th grade students were tested in the 1993 South Dakota Career Assessment Program. The following is a summary of the indicated educational aspirations of South Dakota 9th grade students:

- **7% of South Dakota 9th grade students indicated that a high school diploma was their highest educational aspiration.**
- **4% of South Dakota 9th grade students indicated that an apprenticeship program or the military was their highest educational aspiration.**
- **9% of South Dakota 9th grade students indicated that a postsecondary technical, business certificate or degree was their highest educational aspiration.**
- **10% of South Dakota 9th grade students indicated that a two-year college degree was their highest educational aspiration.**
- **36% of South Dakota 9th grade students indicated that a four-year college degree was their highest educational aspiration.**
- **25% of South Dakota 9th grade students indicated that they plan on pursuing one or more years of graduate study.**
- **10% did not respond or had incorrectly answered this portion of the assessment.**

In 1993, *South Dakota Career Assessment Program* Post-Test Interpretive Workshops were conducted in the following sites:

November 2 -- Southeast Technical Institute, Sioux Falls
November 8 -- Howard Johnson's, Rapid City
November 9 -- South Dakota Curriculum Center, Pierre
November 10 -- Holiday Inn, Mitchell
November 12 -- Ramkota Inn, Aberdeen

A total of 116 counselors and classroom teachers attended this year's workshops and rated them favorably.

During the annual fall Guidance Workshops in September, 1993, a survey regarding the South Dakota Career Assessment Program was administered to counselors in attendance. A copy of the survey results can be found in the Appendix.

Guidance Resources
During this past year, 58 videos and six resource books were purchased and added to the guidance section of the South Dakota Curriculum Center.

In-service Presentations
During this past year, the State Career Guidance Coordinator presented information concerning vocational technical education in South Dakota and the South Dakota Curriculum Center at the annual fall guidance workshops in September, 1993. These workshops were held in six regional sites across the state with approximately 90% of all secondary school counselors in attendance (more than 325 counselors).

The State Career Guidance Coordinator also developed and delivered 51 in-service/workshop presentations promoting vocational technical education, the South Dakota Curriculum Center and career development issues. Through in-service/workshop presentations such as these this past year, school counselors, teachers and administrators have a better understanding of the importance of good career planning at an early age and also of the importance and value of vocational technical education programs in South Dakota and in the School-To-Work Initiative.

Publications
1993-94 was the second year of the *South Dakota Career Development News* newsletter. This newsletter is designed to present periodic updates on career guidance issues that are of interest to South Dakota school counselors. Three issues were developed and distributed to each junior and senior high school counselor, South Dakota Board of Education members, South Dakota Council On

Vocational Education members (now Workforce Development Council), Office of Adult, Vocational & Technical Education state staff, South Dakota Curriculum Center staff, National Consortium of State Career Guidance Supervisors members, and career guidance personnel in seven other states (more than 1,300 copies were distributed). The newsletter has been extremely well received by school counselors in South Dakota.

Planning For Life National Award Program

On May 4, 1993, the State Career Guidance Coordinator was asked to serve on the national *Planning For Life* Work Group. The *Planning For Life Project,* sponsored by the U.S. Army, is a national program designed to highlight the importance of earlier and better education and career planning for American students. *Planning for Life* recognition awards will be given annually within each state that decides to participate to an exemplary middle school and a high school education and career planning program. The Army will provide an award plaque for each selected program. During the month of May, the State Career Guidance Coordinator wrote and designed a promotional/informational brochure on the *Planning For Life Project* which has been distributed nationally.

South Dakota Comprehensive Guidance and Counseling Program Model

After more than three years of planning, research, field-testing and writing, the Program Guide of the South Dakota Comprehensive Guidance and Counseling Program Model has been completed. The South Dakota Comprehensive Guidance and Counseling Program Model project was undertaken in the spring of 1990 to develop a state model to help school districts plan, implement and evaluate a developmental guidance and counseling program in grades K-12.

The National Career Development Guidelines were used as a guide in the development of the *South Dakota Comprehensive Guidance and Counseling Program Model.* The National Career Development Guidelines Competencies have also been incorporated into the Competencies and Objectives of the *South Dakota Model.*

During the first week of October 1993, the first ever series of the South Dakota Comprehensive Guidance and Counseling Program Model Training Workshops were held. One hundred three school counselors participated in these training workshops. This means that more than 60 school districts have either implemented the South Dakota Comprehensive Guidance and Counseling Program Model or are making plans to do so this school year.

The *South Dakota Comprehensive Guidance and Counseling Program Model* project has directly impacted the development and organization of school guidance and counseling

programs in at least 71 school districts over the past four years. It is anticipated that several additional implementation sites for the *South Dakota Comprehensive Guidance and Counseling Program Model* will be added each year with a goal of having 80% of schools adopting the *South Dakota Model* within the next four years.

APPENDIX

DUE MAY 28

SOUTH DAKOTA CORE MEASURES AND STANDARDS
SECONDARY VOCATIONAL TECHNICAL EDUCATION

LOCAL EVALUATION FORM

SCHOOL_____**PROGRAM**_____

ENROLLMENT **Non-Special Population Students** _____

Special Population Students _____

TOTAL _____

MEASURE 1:

There is a full awareness of vocational education at all levels of education.

Standard 1.1 **All vocational education personnel will make at least one on-site business and industry visitation annually.**

Standard 1.2 **All approved vocational education programs will complete at least one public information event annually.**

****

Explain the business and industry visitations made by the instructor(s).

Explain the type(s) of public information event(s) completed.

If a standard(s) is not being met, outline the steps that will be implemented to meet the standard for following school year.

MEASURE 2:

Enrollment and completion of special populations in vocational education programs adapted to meet their unique learning needs.

Standard 2.1 **The percent of special population students enrolling in approved vocational technical education courses is equal to the percent of special population students in the high school population.**

Standard 2.2 **The percent of special population vocational technical education students who complete their program area will be equal to the percent of other vocational technical education students who complete their program area.**

****

_____% special population students in total school enrollment.

_____% special population students enrolled in program.

_____% non-special population students that completed course/program.

_____% special population students that completed course/program.

If a standard(s) is not being met, outline the steps that will be implemented to meet the standard for following school year.

MEASURE 3:

Student completers* make gains in basic and more advanced academic skills.

Standard 3.1 **The percentage of students gaining 0.5 or more Normal Curve Equivalents (NCE) on the Stanford Achievement Tests (SAT-8) or Metropolitan Achievement Test (MAT-7) in total reading, total math, and science since taking the test as an 8th or 11th grader or the most recent Stanford Test scores available.**

****

_____% of non-special population student completers that gained 0.5 or more NCE in basic and more advanced academic skills.

_____% of special population student completers (excluding economically disadvantaged) that gained 0-5 or more NCE in basic and more advanced academic skills.

****

*** A completer is a student that has completed two or more carnegie units of credit in a specific vocational technical education program.**

If a standard(s) is not being met, outline the steps that will be implemented to meet the standard for following school year.

MEASURE 4:

Student completers acquire specific occupational competency gain.

Standard 4.1 **One hundred percent (100%) of the program completers will demonstrate attainment of at least seventy percent (70%) of the occupational competencies/tasks associated with the program. The student's program may be modified through an IVEP.**

****

_____% of the program completers demonstrating attainment of occupational competencies/tasks associated with the program. The student's course/program may be modified through an IVEP.

If a standard(s) is not being met, outline the steps that will be implemented to meet the standard for following school year.

MEASURE 5:

Vocational education program completers move towards more advanced vocational education, higher education in similar field, military, and/or employment.

Standard 5.1 **Ninety percent (90%) of the students completing an approved vocational technical program will be placed into additional training or education in an accredited private or public postsecondary institution, military, and/or employment.**

****

_____% of completers advancing to additional training or education, military, or employment.

If a standard(s) is not being met, outline the steps that will be implemented to meet the standard for following school year.

MEASURE 6:

Students will remain in school.

Standard 6.1 **Ninety percent (90%) of students enrolled in a secondary vocational education program will remain in school throughout the school year including students identified as traditionally gender-underrepresented and other members of special populations.**

****

_____% of enrollment in vocational program(s) remained throughout the school year.

If a standard(s) is not being met, outline the steps that will be implemented to meet the standard for following school year.

DUE JUNE 15

SOUTH DAKOTA CORE MEASURES AND STANDARDS POSTSECONDARY VOCATIONAL TECHNICAL EDUCATION

LOCAL EVALUATION FORM

SCHOOL_____ **PROGRAM**_____

ENROLLMENT: Non-Special Population Students _____

Special Population Students _____

TOTAL: _____

MEASURE 1:

There is a full awareness of vocational education at all levels of education.

Standard 1.1 All vocational education personnel will make at least one on-site business and industry visitation annually.

Standard 1.2 All approved vocational education programs will complete at least one public information event annually.

Standard 1.3 Program meets minimum class size of 15 students except for those programs where minimum class size is mandated by a licensing agency.

****

Explain the business and industry visitations made by the instructor(s).

Explain the type(s) of public information event(s) completed.

Did the program meet minimum class size of 15 students?

If a standard(s) is not being met, outline the steps that will be implemented to meet the standard for following school year.

MEASURE 2:

Enrollment and completion of special populations in vocational education programs adapted to meet their unique learning needs.

Standard 2.1 **Supplemental instruction and supportive services are delivered to special population students.**

Standard 2.2 **Program is accessible to special population students and they are made aware of the program through affirmative outreach and recruitment efforts.**

****

What types of supplemental and supportive services are available for special population students?

Explain the affirmative outreach and recruitment efforts used to recruit special population students.

If a standard(s) is not being met, outline the steps that will be implemented to meet the standards for following school year.

MEASURE 3:

Students make gains in basic and more advanced academic skills.

Standard 3.1 **All completers who do not possess identified skills at the beginning of this program will demonstrate gains in the achievement of the related basic academic skills associated with the program.**

Standard 3.2 **All completers who do not possess the identified skills at the beginning of this program will demonstrate gains in the achievement of the more advanced academic skills associated with the program.**

****

_____ Number of students who did not possess basic and more advanced academic skills at the beginning of the program.

_____ Number of students who demonstrated gains in the achievement of basic and more advanced academic skills at the completion of the program.

What are the related basic and more advanced academic skills associated with the program?

What methods were used to determine gain?

What procedures were used to ensure information gathered to address these standards were reasonable and reliable?

If a standard(s) is not being met, outline the steps that will be implemented to meet the standard for following school year.

MEASURE 4:

Students acquire specific occupational competency gain.

Standard 4.1 One hundred percent (100%) of the program completers will demonstrate attainment of at least eighty percent (80%) of the occupational competencies/tasks associated with the program.

Standard 4.2 Eighty percent (80%) of employers indicate satisfaction with the occupational competencies of students including students identified as gender-underrepresented and other members of special populations.

****

_____% of program completers demonstrating attainment of occupational competencies/tasks associated with this program.

_____% of the employers satisfied with occupational competencies of students.

If a standard(s) is not being met, outline the steps that will be implemented to meet the standard for following school year.

MEASURE 5: (Use Previous Fiscal Year Data)

Vocational education program completers move towards more advanced vocational education (advanced vocational program(s), higher education in similar field, military, employment).

Standard 5.1 Seventy-five percent (75%) of completing students will gain employment in their identified program field or advanced training including students identified as traditionally gender-underrepresented and other members of special populations.

****

_____% of program completers are employed in their identified program field or going on for advanced training.

If a standard(s) is not being met, outline the steps that will be implemented to meet the standard for following school year.

MEASURE 6:

Students will remain in school.

Standard 6.1 Seventy-five percent (75%) of full-time students enrolled in a postsecondary vocational technical institute will remain in school throughout the school year including students identified as traditionally gender-underrepresented and other members of special populations.

****

_____% of enrollment in vocational program(s) remained throughout the school year.

If a standard(s) is not being met, outline the steps that will be implemented to meet the standard for following school year.

EXEMPLARY PROGRAMS

Tech Prep

Western Dakota Tech Prep Project was selected as the exemplary Tech Prep project of 1994. The award was presented at the annual South Dakota Vocational Association Conference. Coordinator Ron Rosenboom works with 15 high schools, a vocational multi-district, a vocational consortium with five member schools, an educational cooperative and a postsecondary technical institute, totaling 23 LEAs. The Western Dakota Project is also working closely with the Tech Prep Demonstration Project at Meade County School District (Sturgis, South Dakota) in the development and implementation of career clusters, curricula alignment, development of articulation agreements, integration of academic and vocational technical coursework and the development of career counseling programs.

Selection criteria was based on the successful implementation of required elements of Tech Prep:

1. **development of articulation agreements,**
2. **curriculum design and development,**
3. **in-service training for teachers and counselors,**
4. **activities to assure equal access,**
5. **development of preparatory services,**
6. **involvement of business, industry, labor and universities,**
7. **utilization of applied curricula materials and methodologies,**
8. **development of steering committees,**
9. **development of career clusters,**
10. **development of career counseling, and**
11. **collaboration with other educational improvement initiatives.**

Trade and Industrial Education

The two exemplary Trade & Industrial programs recognized at the summer conference were the Culinary Arts program at Mitchell Technical Institute

(Mitchell, South Dakota) and the Carpentry program at Lake Area Multi-District (Watertown, South Dakota). Each of these programs has an active vocational student organization, active advisory committee and a well-developed technical program. The placement in these two programs is exceptional.

Agricultural Education

The Gettysburg Agricultural Education program (Gettysburg, South Dakota) has done exemplary work in developing SAE programs for students and establishing new science curriculum and activities in Aquaculture.

The Mitchell Technical Institute's Ag-Chemical and Fertilizer program (Mitchell, South Dakota) has extensively updated their curriculum and worked closely with the industry in the training and placement of students.

Consumer and Homemaking Education

When recognizing exemplary programs in Consumer and Homemaking Education, consideration is given to the extent that the program addresses the "critical skill areas" of the Carl D. Perkins legislation, the integration of the vocational student organization, the applied academics that are provided in the program and the use of the program advisory committee.

The 1993-94 exemplary program was the Hyde School District Consumer and Homemaking Education program at Highmore, South Dakota. This program cooperates with numerous community organizations in the delivery of community service projects. The integrated vocational student organization has achieved a high level of success and could serve as a model not only on the state but on the national level. The program advisory committee is actively involved in program revisions.

Technology Education

The Sioux Valley Technology Education program (Volga, South Dakota) is an exemplary program. The local school district has made a commitment to the development and implementation of an outstanding program for their students. This has been accomplished by: remodeling their laboratory, using state-of-the-art equipment and rigorous curriculum that provides hand-on activities for the students in the career cluster areas of Manufacturing, Construction, Communications and Energy/Power/Transportation.

Health Occupations

Mitchell Technical Institute (Mitchell, South Dakota) was acknowledged to have an exemplary postsecondary Health Occupations program. Areas that support this declaration include: 32 students enrolled in the Med Lab Tech program with 100% of the students graduating, 100% of the students attained at least 80% of the occupational competencies, 92% of the employers were satisfied with students' occupational competencies, 100% of the students were employed in their identified program field or going on for advanced training and the Med Lab Tech program has an exceptionally active vocational student organization.

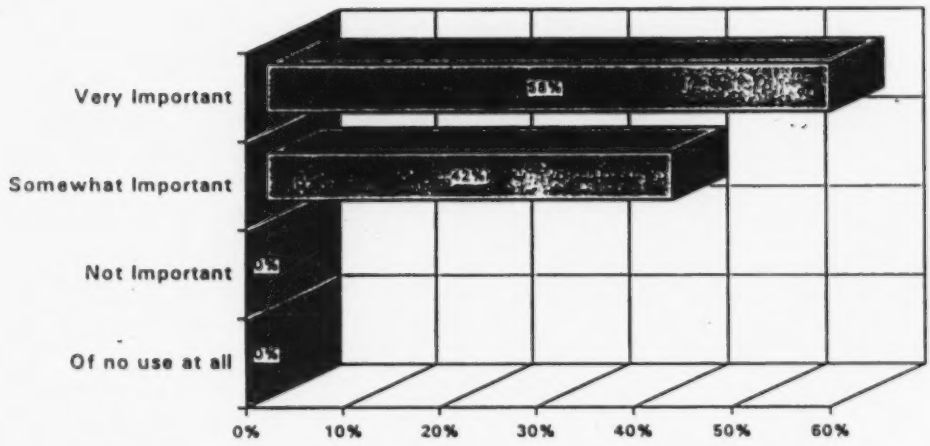
An exemplary secondary Health Occupations program was identified as the Northwest Multi-District at Lemmon, South Dakota with 81 students enrolled during the 1993-94 school year. 100% of those students remained in school and completed the Health Occupations program which also includes the EMT curriculum. Both the instructors and the administration participate in a progressive education system.

SINGLE PARENT/DISPLACED HOMEMAKERS

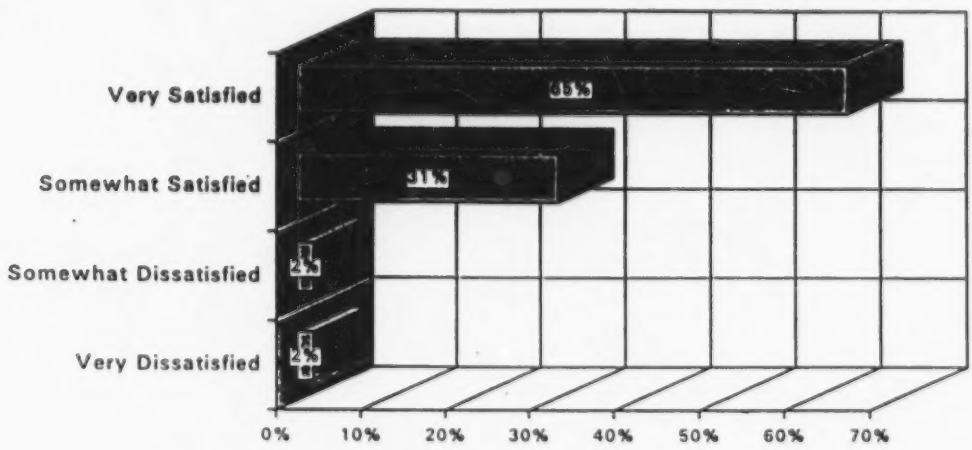
Rapid City's "Transition Towards Tomorrow", with efforts to reach the Native American single parentS, enrollment increased from 40 single parents/displaced homemakers to 126.

South Dakota Career Assessment Program
1993 Survey

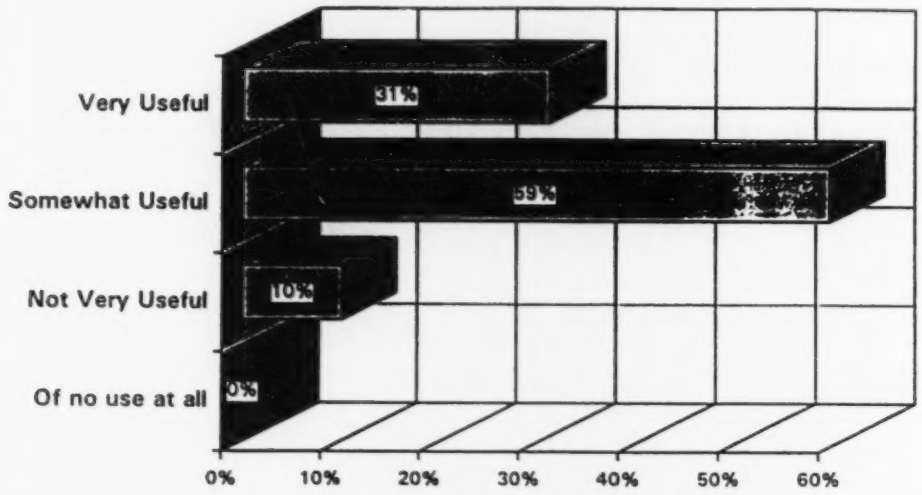
1. **How important is the South Dakota Career Assessment Program to your overall school guidance and counseling program?**



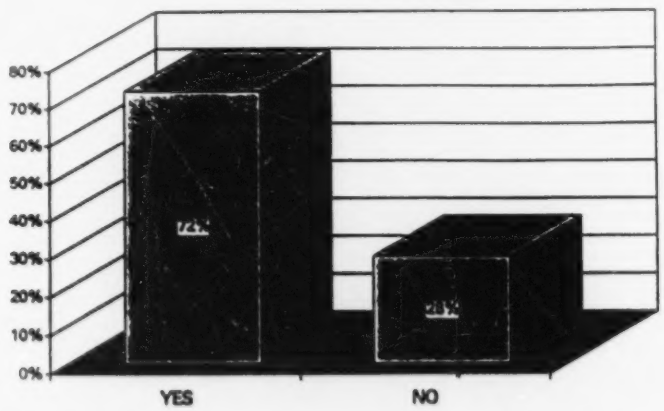
2. **Please rate your degree of satisfaction with the Career Planning Program (CPP) -- the assessment instrument currently used.**



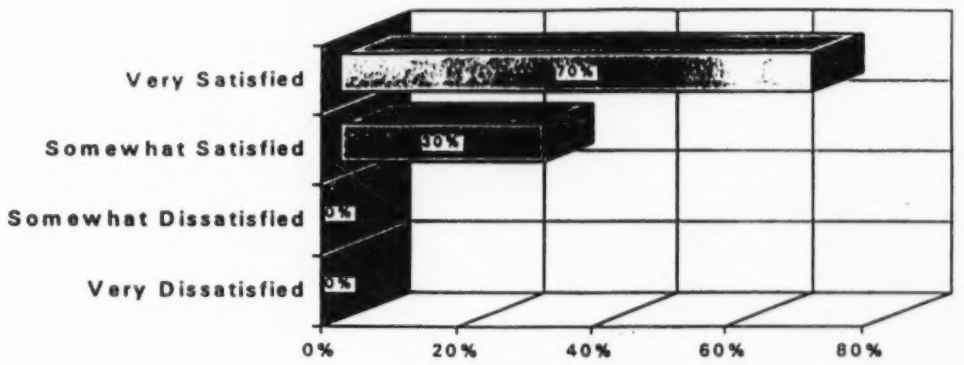
3. How useful do your students find the CPP in helping them make career and education plans?



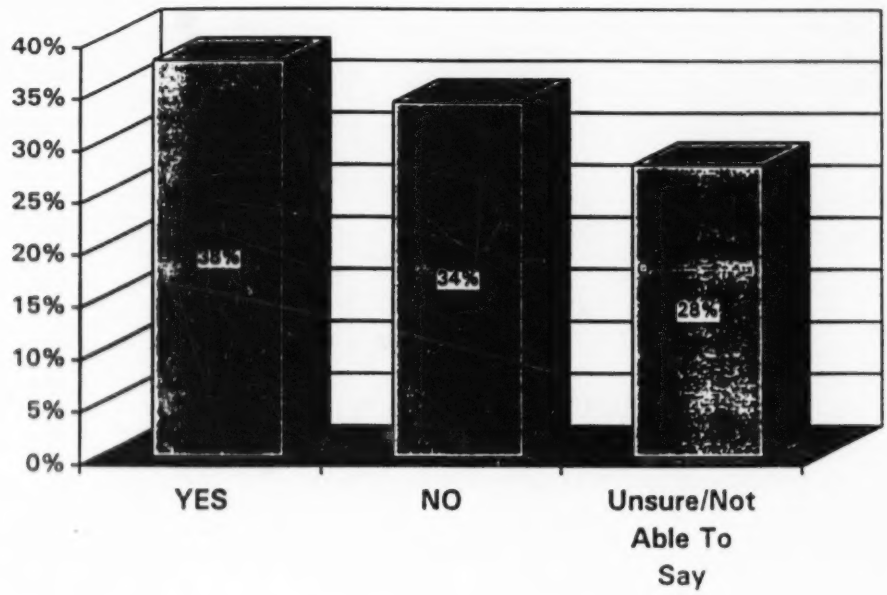
4. Have you attended a South Dakota Career Assessment Program Interpretive Workshop?



5. Please rate your degree of satisfaction regarding the service provided by ACT for the South Dakota Career Assessment Program.



6. State funding for the South Dakota Career Assessment Program is uncertain beyond this current school year. In the future, if state funding for this program is no longer available, would your district be willing to pay for Career Assessment Program?



SOUTH DAKOTA SECONDARY ENROLLMENT - 1994

	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
OCC PROGRAM AREA	TOTAL ENROL	TOTAL		REG. VO ED	DISAD.	LEP	DISABLE	CORR	SP/DHH /SPW	SEX EQ (NON-TRAD)	ADULT	COMPLETER
		MALE	FEMALE									
AGRICULTURE	4,654	3,653	1,001	2,423	1,307	35	117	70	59	643		940
MARKETING	496	219	277	354	- 120	7	3	1	1	10		390
TECHNICAL--COMBINED	WITH	T&I	TOTALS									
CONSUMER HOME EC	11,631	4,720	6,911	6,594	2,961	116	367	152	230	1,211		
OCC HOME EC	325	92	233	82	110	0	9	26	6	92		314
TRADE & INDUSTRY	1,626	1,479	147	888	484	3	71	108	17	55		153
HEALTH OCC	426	133	293	220	152	1	9	0	2	42		270
BUSINESS	497	124	373	313	87	6	4	20	7	60		319
TECHNOLOGY EDUCATION	10,443	6,517	3,926	6,918	2,369	142	214	53	126	621		
GRAND TOTAL	30,098	16,937	13M161	17,792	7,590	310	794	430	448	2734		2376

SOUTH DAKOTA SECONDARY ENROLLMENT - 1994

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
	TOTAL ENROLL	TOTAL		LINKAGE				PLACEMENT					CURRENT TEACHERS
		MALE	FEMALE	TECH PREP	COOP	APPR	WORK-STUDY	CONT ED	EMPLOYED		MIL	OTH	
									RLT*	OTH			
AGRICULTURE	4,654	3,653	1,001	532	1,489	138	80	4,474	98	25	30	27	89
MARKETING	496	219	277	0	336	0	0	252	73	27	20	18	19
TECHNICAL - COMBINED	WITH	T & I	TOTALS										
CONSUMER HOME EC	11,631	4,720	6,911	0	-15	6	0						139
OCC HOME EC	325	92	233					291	2	8	5	8	12
TRAADE & INDUSTRY	1,626	1,479	147	153	0	0	0	1,314	48	65	40	70	59
HEALTH OCC	426	133	293	51	0	0	0	249	5	0	5	11	10
BUSINESS	497	124	373	111	97	17	0	267	15	12	6	19	25
TECHNOLOGY EDUCATION	10,443	6,517	3,926	399	42	1	9						95
GRAND TOTAL	30,098	16,937	13,161	1,246	1,979	162	89	6,847	241	137	106	153	415

SOUTH DAKOTA POSTSECONDARY ENROLLMENT - 1994

	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)											
OCC PROGRAM AREA	TOTAL ENROLL	TOTAL		LINKAGE				PLACEMENT					TEACHERS	
		MALE	FEMALE	TECH PREP	COOP	APPR	WORK-STUDY	CONT ED	EMPLOYED		MIL	OTH	CURR	FUTURE NEED
									RLT	OTH				
AGRICULTULRE	312	246	66		54		62							
MARKETING	120	43	77	0	43	2	22							
TECHNICAL - COMBINED	WITH	T&I	TOTAL											
CONSUMER HOME EC														
OCC HOME EC	46		46			9	14							
TRADE & INDUSTRY	1,988	1,755	233	33		93	190							
HEALTH OCC	482	96	386	12		171	87							
BUSINESS	634	129	505	7	0	9	62							
GRAND TOTAL	3,582	2,269	1,313	52	97	284	437							

SOUTH DAKOTA POSTSECONDARY ENROLLMENT - 1994

	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)							
OCC PROGRAM AREA	TOTAL ENROL	TOTAL		REG VO ED	DISADVAN	LEP	DISABLED	CORR	SP/DH/ SPW	SEX EQ (NON-TRAD)	COMPL-ETER
		MALE	FEMALE								
AGRICULTURE	312	246	66	107	182	1	7	0	1	14	
MARKETING	120	43	77	32	61	2	14	1	10	0	
TECHNICAL--COMBINED	WITH	T&I	TOTALS								
CONSUMER HOME EC											
OCC HOME EC	46	0	46	8	27		5			6	
TRADE & INDUSTRY	1988	1755	233	417	848	12	105	513	38	55	
HEALTH OCC	482	96	386	113	265	7	37	1	39	20	
BUSINESS	634	129	505	95	399	4	49	0	81	6	
TECHNOLOGY EDUCATION											
GRAND TOTAL	3,582	2,269	1,313	772	1,782	26	217	515	160	101	

SOUTH DAKOTA ADULT ENROLLMENT - 1994

	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
OCC PROGRAM AREA	TOTAL ENROLL	TOTAL		LINKAGE				PLACEMENT					CURRENT TEACHERS
		MALE	FEMALE	TECH PREP	COOP	APPR	WORK-STUDY	CONT ED	EMPLOYED		MIL	OTH	
									RLT	OTH			
ADULT FARM MNGMENT	226	215	11						226				6
GRAND TOTAL	226	215	11					226					6

SOUTH DAKOTA ADULT ENROLLMENT - 1994

	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)							
OCC PROGRAM AREA	TOTAL ENROL	TOTAL		REG. VO ED	DISADVAN	LEP	DISABLED	CORR	SP/DH/ SPW	SEX EQ (NON-TRAD)	COMPL-ETER
		MALE	FEMALE								
ADULT FARM MNGMENT	226	215	11	104	111					11	226
GRAND TOTAL	226	215	11	104	111					11	226

SOUTH DAKOTA ADULT ENROLLMENT - 1994
BUSINESS AND INDUSTRY TRAINING

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
	TOTAL ENROLL	TOTAL		LINKAGE				PLACEMENT					CURRENT TEACHERS
		MALE	FEMALE	TECH PREP	COOP	APPR	WORK-STUDY	CONT ED	EMPLOYED		MIL	OTH	
									RLT	OTH			
AGRICULTURE	26	18	8						26				3
MARKETING	87	21	66						87				54
OCC HOME ECONOMICS	676	46	630						676				12
TRADE & INDUSTRY	3,126	2,493	633						3,126				66
HEALTH OCC	1,128	217	911						1,128				31
BUSINESS & OFFICE	3,086	1,168	1,918						3,086				43
GRAND TOTAL	8,132	3,854	4,278						8,132				209

SOUTH DAKOTA ADULT ENROLLMENT - 1994
BUSINESS & INDUSTRY TRAINING

	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)							
OCC PROGRAM AREA	TOTAL ENROL	TOTAL		REG. VO ED	DISADVAN	LEP	DISABLED	CORR	SP/DH/ SPW	SEX EQ (NON-TRAD)	COMPL-ETER
		MALE	FEMALE								
AGRICULTURE	26	18	8	23	2			1			26
MARKETING	87	21	66	81	4					2	87
OCC HOME ECONOMICS	676	46	630	565	97		7			7	676
TRADE & INDUSTRY	3,126	2,493	633	2,866	173	12	46	3		26	3,126
HEALTH OCC	1,128	217	911	1,032	51	3	15			27	1,128
BUSINESS & OFFICE	3,086	1.168	1,918	2,960	68	3	18	1		36	3,086
GRAND TOTAL	8,132	3,854	4,278	7,527	395	18	86	5		98	8,132